Academic Program Review

ACADEMIC YEAR	2013-2014	☐ Basic Skills ☒ Transfer ☐ Career Technical Education (CTE)
PROGRAM	Spanish for Non-Native Speakers	
DEPARTMENT	World Languages and Speech Communication	
DIVISION	Arts, Letters, and Learning Services	
SUBMITTER	José Salvador Ruiz March 2014	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: To increase our overall success rate by 5 to 10%.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** We were able to increase our success rate 3% overall in our core courses. However, our goal was to increase it to at least 65%.	

	Fall 2010-Spring 2013	
	Success	**Retention**
span 100	63%	86%
span 110	68%	65%
span 200	57%	77%
span 210	64%	96%
Span 223	64%	88%
	63%	82%

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: We are currently analyzing our program and some changes are in the near future. • Offer two new Elementary Spanish for Heritage Speakers (I and II) by the fall 2014 semester. • Modify course outline or records for Span 100, 110, 200 and 210 (descriptions and content in some cases).	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The Department partially met this goal. We created two Elementary Spanish for Heritage Speakers classes in order to better serve the needs of our elementary level students. Both courses are currently in CurricUNET waiting approval. However, the recent decrease in enrollment trends in Spanish forces us to reconsider approving the courses. We need to first study the potential impact of both classes in student enrollment. We did not modify the course outline of record for Span 100, 110, 200 and 210.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: We would also like to hire a new full time faculty member and explore the possibility of having a Language Lab for our students.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☒ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Even though the Department lost one of her full time members three years ago, we have not been able to replace that position due to financial crisis. We stopped considering the possibility of requesting a new Language Lab since most of our scheduling problems in the lab have been solved due to changes in the ESL program (which holds some of its classes in the lab).	

Comments:

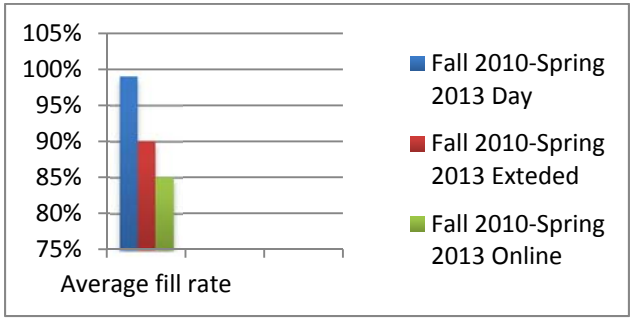
B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. **Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). *Attach graphs or trend data*.**

   a. **Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.**
   In the period being considered in this review, our data shows that our day and extended fill rate exceeds the 90% mark. Day enrollment has been on the rise after a period of decline, but this was due to more sections being offered during the day time. However, the fill rate hit below 90% in the fall 2012 and the Spring 2013, where we offered 10 and 8 sections respectively. We have to do a better job balancing our course offerings in order to get better fill rates as in semesters past. Our extended day enrollment has been decreasing mainly for a lack of consistency on the Department's part. We have been only offering one class during the hours covered by the extended time.

Term	Day Sections	Day Fill	Day Enroll	Ex Day Sections	Ex Day Fill	EX Day Enroll	Online Sections	Online Fill	Online Enroll
Fall 2010	6	112%	169	2	130%	65	3	99%	71
Fall 2011	6	103%	155	1	120%	30	3	96%	72
Fall 2012	10	87%	217	1	68%	19	0	0%	0
Spring 2011	5	104%	130	2	112%	56	2	78%	39
Spring 2012	5	93%	119	1	72%	18	2	92%	45
Spring 2013	8	89%	177	2	78%	39	0	0%	0
Average		98%			96.7%			60.8%	

The first graph below shows how, on average, our Program has not reached the 100% mark. However, this has not always been the case. As the above table shows, day fill rates have exceeded the 100% mark during the fall 2010, fall 2011, and Spring 2011 semesters. Extended day and online classes have also surpassed the 100% fill rate in the fall 2010, fall 2011 and Spring 2011 semesters. We should be offering more sections on the extended day times to serve our working students and to diversify our offerings.



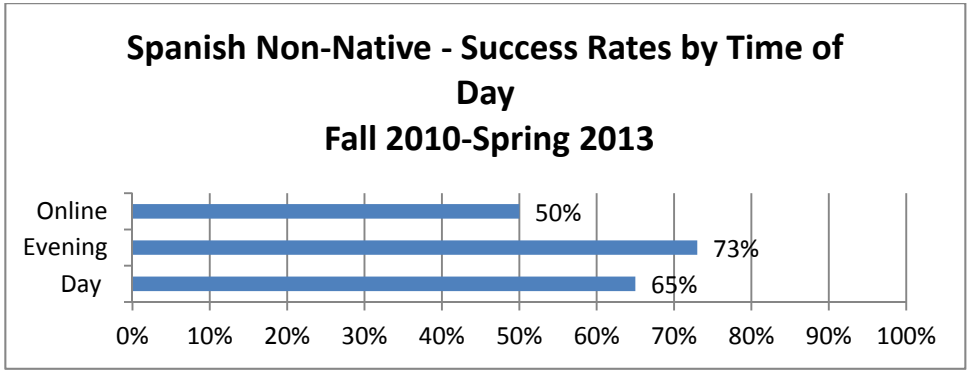
b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

Our overall productivity for Non-native Spanish classes is 369. This number still reflects our cap of 25 students per class, so that partially explains our productivity levels being below the goal of 525. The cancellation of some classes due to low enrollment also contributes to our low productivity. For the Spring 2014 semester, our cap has increased to 28 students per class, we will determine the effect of this increase to our productivity in future program reviews.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

	Day			Extended Day			Online		
	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	6	66%	90%	2	72%	82%	3	56%	75%
Fall 2011	6	68%	88%	1	67%	73%	3	42%	63%
Fall 2012	10	62%	85%	1	89%	95%	0		
Spring 2011	5	66%	90%	1	75%	79%	2	47%	62%
Spring 2012	5	64%	86%	1	67%	89%	2	55%	71%
Spring 2013	8	65%	84%	2	65%	89%	0		
Total	40	65%	87%	8	73%	84%	10	50%	68%

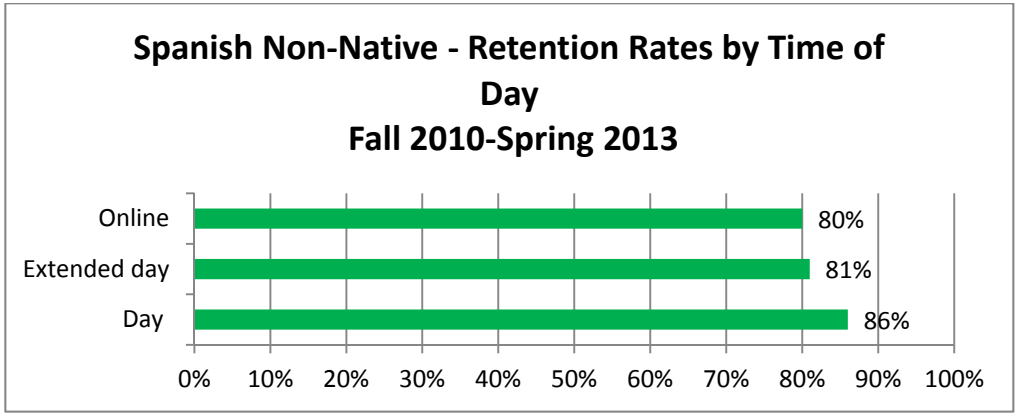
Extended day classes show a higher success rate than day and online classes. The gap between evening classes and day classes is about 8%, while the gap between evening classes and online classes increases to 23%. The gap could be explained by the type of students taking courses at extended hours. These students tend to be older and more mature. The disparity between online and face-to-face classes, regardless of time being offered, can be attributed to false expectations and lack of online discipline. Students expect online classes to be easier and fail to realize they can be even more challenging if they don't have the discipline and overall profile for this type of courses. Often times they lack the discipline to study independently, which affects their performance and grow disappointed. However, two of our full time faculty members recently took training courses to become better online instructors. We expect to shorten the gap between online and traditional delivery methods with what our faculty learned in these training courses for online instruction.



The gap in retention rates between online, day and extended day classes is not significant. There is only a 5% percent difference in day vs. extended day classes and 6% when comparing day and online classes. The goal should be to close down the gaps in success rates between the different times and delivery methods and to close down the gap between success and retention rates, regardless of time of day or delivery method. The most obvious disparity is found in success rates vs. retention rates in online classes. There is a 30% gap that should be addressed. Our newly redesigned online classes will try to close down those

disparities.

It should be noted that, retention rates are often higher than success rates. However, this is not exclusively due to students failing with class work but rather, they lack personal responsibility skills and do not drop out of the course when they stop coming to class.

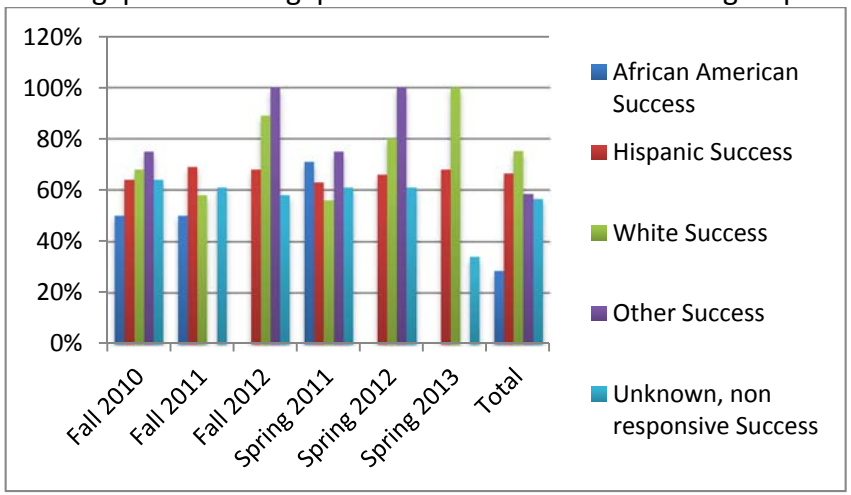


d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

The data being analyzed includes all Spanish classes, not just the Spanish for Non Native Speakers program. The success and retention rate between the five ethnic groups analyzed in this Review show a gap between African Americans and the other ethnic groups. Only 18 African American students took Spanish during this three-year period and this partially explain the low success rate (29%). 97 students indicated their ethnic group as white and their success rate was the highest with a 75%. Hispanic students registered a 66% success rate, which is similar to the overall success rate in the Spanish for Native speakers program.

	African American Success	Hispanic Success	White Success	Other Success	Unknown, Success
Fall 2010	50%	64%	68%	75%	64%
Fall 2011	50%	69%	58%	NA	61%
Fall 2012	NA	68%	89%	100%	58%
Spring 2011	71%	63%	56%	75%	61%
Spring 2012	NA	66%	80%	100%	61%
Spring 2013	NA	68%	100%	NA	34%
Total	57%	66%	75%	92%	57%

This gap shows the gap between the different ethnic groups:



Retention rates are similar between Hispanic and White students, while African Americans have lower retention rates.

	African American	Hispanics	White	Other	
	Retention	Retention	Retention	Retention	Retention
Fall 2010	100%	87%	77%	75%	83%
Fall 2011	100%	83%	67%	NA	78%
Fall 2012	NA	87%	100%	100%	82%
Spring 2011	86%	84%	72%	88%	78%
Spring 2012	50%	85%	80%	100%	84%
Spring 2013	NA	86%	100%	NA	63%
Total	84%	85%	83%	91%	78%

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

We have not awarded any A.A. degrees in the period being analyzed in this Program Review. Most students taking Span 100 and Span 110 do so to fulfill a transfer requirement. In addition, our A.A. is extremely unappealing for our students because is 29 units. As a result, we will be creating the Associate Degree in Spanish for Transfer and study the possibility of delete our current program. .

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

As stated earlier, we will be creating the Associate of Arts in Spanish for Transfer (19-20 units) in the near future. This will attract both, Non-Native speakers and Native Speakers students who are currently studying Spanish but do not declare themselves as majors because they prefer to transfer sooner rather than later. We will seriously consider deleting our program once the Transfer program is approved.

2. **Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.**

   Two of our fulltime instructors have completed the two-course training needed to create the new online classes. As of today, we have only created Span 110 (Elementary Spanish II) as a one online class. Our goal is to create Span 200 and offer it in the fall 2014 and also create Span 100 as a hybrid course. With the incorporation of this alternate delivery methods, we hope to serve more students .

3. **Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).**
   Although enrollment has been declining due to the reasons stated above, the program enrollment as a whole continues to maintain a high fill rate. Our most popular course for this program is Span 100: Elementary Spanish and it continuously have good enrollment and fill rates. Program completion is nonexistent and for that reason we will be implementing changes like the creation of the Associate of Arts in Spanish for Transfer.

   As was the case in the last Program Review, we are concern about the quality of outcomes. We are aware of our low success rate and want to address this problem. We should be persistent in inviting students to our office hours and we should also be working closely with student services to provide tutoring for our students.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Improve student learning by a more accurate placement of students in non-Native Spanish classes.		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: Create a diagnostic exam in Blackboard so that the results are given immediately.		
Task(s): 1. Revise a model exam to meet local needs. 2. Apply the exam during first session of the class to determine if a student needs to be transferred to a more appropriate class.		
Timeline: Fall 2014		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$0.00

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Professional Development (Repeated in Spanish for Native Speakers Program Review)		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: To provide professional development opportunities to improve student learning.		
Task(s) Professional Development in current approaches to teaching Heritage Speakers. Conference attendance and/or participation at Professional Language and Literature Associations		
Timeline: Fall 2014		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☒ Professional Development ☐ Staffing	$3,000

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal:		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: Create the Associate of Arts in Spanish for Transfer		
Task(s): We will be submitting our Associate of Arts in Spanish for Transfer to Curriculum Committee for approval		
Timeline: Spring 2015		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$0.00

TOTAL BUDGET REQUEST	$3,000

1. How will your enhanced budget request improve student success?

   The Spanish Department would benefit greatly from increased funding for professional development. Individual instructors and students would benefit from professional development opportunities in effective teaching strategies and other relevant workshops aimed at increasing student success.

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Organize and effectively communicate personal information in Spanish through writing.	☒ ISLO 1 ☐ ISLO 2

	Measurable Outcome Summary: The Spanish for Non-native speakers program has not had many students. Few students taking the Elementary and Intermediate Spanish courses continue beyond that point. For that reason, we have taken that data emanated from our Span 200 classes (Intermediate Spanish I) as a way to assess our PLOs. In one of our classes, students were asked to write about a personal obstacle they had overcome in their lives and/or write a personal opinion paper about the environment in the Imperial Valley (air, water, pollution, etc.). It is important to underscore that there was a significant improvement between the first and final drafts. Students needed a significant amount of work in the grammar and content components of their first drafts. The instructor wrote correction quotes and comments and students had a period three weeks to make corrections to their essays. This proved to be extremely helpful for students and for their grades. All of their students were able to "Organize and effectively communicate personal information in Spanish through writing."	☐ ISLO 3 ☐ ISLO 4 ☒ ISLO 5
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Respond orally in the target language using correct syntax and grammar.	☒ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: Students demonstrated their ability to organize and effectively communicate personal information in Spanish by writing their plans for a trip using the future tense. Students were asked to write a personal essay were they had to communicate their plans for this imaginary trip. All students who took the final exam were successful in demonstrating their communication skills through writing in Spanish. The lowest score in this essay was a C (74%). If we consider these results and the results of the other Span 200 section, we can conclude that our students are effectively demonstrating their writing skills.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome:	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

***** ATTACH PLO/SLO GRID *****

SLO Grid								
Course	units	# SLOs Identified	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Span 100	5	5	1,2,3,4,5	1,2,3,4,5	5	1	3	3
Span 110	5	5	1,2,3,4,5	1,2,3,4,5	1,2,3	1	4	4
Span 200	5	5	1,2,3,4,5	1,2,3,4,5		1	1	1
Span 210	5	5	NA	NA	NA			
Span 223	4	4	2				1	

Student Learning Outcomes Assessment:

All SLO's in the program have been assessed at least once. BUS 210 and BUS 220 SLO's were updated in the Fall of 2013. The department continues to monitor, assess and update SLO's as necessary.

PLO Grid

Program	**PLOs Identified**	**Fall 2010**	**Spring 2011**	**Fall 2011**	**Spring 2012**	**Fall 2012**	**Spring 2013**	**Fall 2012**
Spanish for Non Native Speakers	**2**	Na	Na	Na	2	Na	Na	Na